

ChatGPT and Generative AI: Possibilities for Its Contribution to Lesson Planning, Critical Thinking and Openness in Teacher Education

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Abstract

Although artificial intelligence (AI) has been part of our lives for some time, the launch of the Generative Pretrained Transformer (ChatGPT) has given it renewed attention. While most of these debates are about higher education in general, this article focuses on schoolteacher education and teacher training. This research aimed to determine the contribution of generative AI tools such as ChatGPT in lesson planning, critical thinking and openness in education. The research used a qualitative approach and document analysis following an interpretative paradigm. The findings reveal that generative language models such as ChatGPT can provide specific materials and support mechanisms, such as lesson plans, to schoolteachers and student teachers. It also showed that ChatGPT has levelled the playing field by opening access to lesson plans to all teachers. However, to unleash their full potential for education, it is crucial to approach these models with caution and critically evaluate their limitations and potential biases, understanding that they are tools to support teaching and learning and do not replace teachers. The study's contribution lies in ChatGPT-generated lesson plans' implications and the enhancement of critical thinking for teacher education, and it also underscores the need for further research to explore best practices for integrating ChatGPT in lesson planning.